

DOCUMENT RESUME

ED 360 434

UD 029 369

AUTHOR Chand, Krishan
TITLE Managing and Improving the Education of Students At-Risk.
PUB DATE 93
NOTE 36p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Crime; Drinking; *Dropout Prevention; Dropouts; Drug Use; Educational Improvement; Elementary Secondary Education; *High Risk Students; *Parent Participation; Poverty; *Principals; Role Models; *Secondary School Teachers; *Teacher Role; Urban Schools

ABSTRACT

The dropout problem in the United States is explored; and some suggestions for reducing the dropout rate are offered for parents, teachers, and principals. Several indicators have been recognized as placing a student at risk of dropping out of school. Dimensions of alienation have also been identified, as have social factors that contribute, including poverty, crime, drug and alcohol use, and teen pregnancy. Twenty-five general suggestions are given for the educational system to help reduce the dropout rate. Parent participation is essential, and a list of 111 suggestions is presented for parents, most centering around being a good example to a child. One hundred and five suggestions for educational improvement are directed toward teachers, and a final 104 suggestions are aimed at principals. Parents, teachers, and administrators have vital roles to play in combating dropouts. (SLD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED360434

MANAGING AND IMPROVING
THE EDUCATION OF
STUDENTS AT-RISK

Copyright (C) 1993, Krishan Chand
All Rights Reserved

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

DR. KRISHAN CHAND
Ed.D., M.Ed., M.S.
P.O. Box 737826
Elmhurst, NY 11373

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Krishan Chand.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

UD029369

Copyright (C) June 1993, Krishan Chand

All Rights Reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any informational storage and retrieval system without written permission from the copyright owner.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Indicators	2
	Student Alienation	3
	Definition	4
	Social Factors	4
	Poverty	4
	Crime	5
	Student Drug and Alcohol Use	6
	Teenage Pregnancy	6
	Functional Relationship (Diagram)	7
II.	EFFECTIVE EDUCATION FOR STUDENTS AT-RISK	8
III.	PARENTS	11
	Be an Example	12
	Helping Your Child/Teacher/School	13
	To be a Better Parent	17
IV.	TEACHERS	18
	Class Work	19
	Homework	21
	Legally Speaking	22
	Miscellaneous	23
V.	PRINCIPALS	25
	Administration/Supervision	26
	Interpersonal Relations	28
	Miscellaneous/General	29
V.	SELECTED BIBLIOGRAPHY	31

CHAPTER I

Introduction

Dropouts pose cirtical problems for America in its quest for a literate populace that contributes to the growth of the national economy. According to research, youth who fail to acquire a secondary education are more likely to become economic burdens. Society pays through increased taxes to support welfare programs, fight crime and maintain special programs. It is more cost efficient to address at-risk students now.¹

In 1985-86 more than 600,000 young people dropped out of public schools at a projected cost to society of \$120 billion in lost productivity during their lifetimes. Of course, the costs aren't measured just in economic terms. We're talking about human lives, and one wasted life is too many.²

One of the national education goals aims to increase the high school graduation rate to 90 percent by the year 2000. A peioneer study of 8th graders shows half are at risk.³

¹Robert N. Fortenberry and Barbara L. White "Districts Grapple with Dropout Problem" The School Administrator (Arlington, Va: American Association of School Administrators, March 1987), p. 11.

²John V. Hamby "How to Get an 'A' on Your Dropout Prevention Report Card" Educational Leadership (Alexandria, Va: Association for Supervision and Curriculum Development, February 1989), p. 21.

³Jay Goldman Leadership News (Arlington, Va: American Association of School Administrators, April 30, 1990), p. 1.

While about 2.5 million Americans graduate from high school each year, almost one million more drop out. An additional 700,000 are merely passed along so they find their way into the world- like the drop outs- defficient in basic skills, marginally literate and basically unemployable.¹

Every eight seconds a student drops out in America ... Every year 700,000 students graduate who cannot read their diplomas.² Every 26 seconds an American child runs away from home ... every 47 seconds an American child is abused and neglected ... every 67 seconds an American teenager has a baby ... every 53 minutes one of our children dies.³

INDICATORS:

The first national survey, NELS-88 (National Education Longitudinal Study of 1988) has revealed the following at-risk indicators and percentage of the eighth graders in each category:⁴

- * Single parent family - 22 percent
- * Family income less than \$15,000 - 21 percent
- * Home alone more than 3 hours a day - 14 percent
- * Parent have no high school diplomas - 11 percent
- * Sibling dropped out - 10 percent
- * Limited English Proficiency - 2 percent

¹Hugh J. Scott "How We Can Shape Up Our Schools"
Parade Magazine: July 22, 1990, p. 10.

²PBS, N.Y. "Who Will Teach for America", 9/3/91.

³Marian Wright Edelman AARP Bulletin (Washington D.C., March 91), p. 3.

⁴U.S. Department of Education Research in Brief, 8/1990.

STUDENT ALIENATION:

Five distinct variants or dimensions of alienation that have been identified are: powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.¹

Powerlessness is an individual's expectancy that his own behavior has little influence on life's outcomes. The person who suffers from a sense of powerlessness believes that external forces, such as luck, chance, and manipulation by others, determine his future. A student who believes that he lacks personal control over his own affairs in school or that he is being manipulated by teachers and administrators, "the system," suffers powerlessness. He sees no chance to influence his future. His complaints are ignored.

Meaninglessness is a low expectancy that satisfactory predictions about the future state of affairs are possible. A sensed inability to predict outcomes tends to dominate much of the student's thinking. He is not sure that schooling is going to aid in the future, and he is even unclear about what he should believe about the future.

Normlessness is a high expectancy that socially unapproved behavior is necessary to achieve given ends. The person who is alienated in this sense bases his decisions on their potential effectiveness, regardless of social norms. In the school context, the most effective course of action from the student's point of view, whether legitimate or not, is often preferred to formally prescribed conduct. This type

¹Melvin Seeman quoted by Wayne K. Hoy and Cecil G. Miskel Educational Administration: Theory, Research, and Practice Random House, N.Y. 1978, p. 156.

of alienated student tells teachers what they want to hear; he "plays the game." Violations of school rules and regulations to the normless pupil are appropriate if they provide an effective means to an end.

DEFINITION:

In the United States, with its 83,000 public schools spread across 16,000 school districts, there has been no consensus on the subject- until now. Last fall, the Federal Government and the 50 states agreed on a definition of a dropout and agreed to use it in future counts. Officially, dropouts are those students who were in grades 7 to 12 the previous year who are not enrolled in school now and who did not graduate. Exceptions are made for students out of school because of illness or temporary suspension.¹

Social Factors

Several factors significantly contributes to the dropout of students. Some of these are: poverty, crime, student drug and alcohol use, and teenage pregnancy.

POVERTY:

The effects of poverty on children's education are well documented. Children from poor families have lower average achievement and higher average dropout rates than other children. Children from poor homes may lack adequate preparation for elementary school learning, and they may need a greater number of school services than for other children. In 1990 nationwide a total of 19.9 percent of the children

¹Mary B.W. Tabor, "Living on the Edge", "Education Life", New York Times, August 2, 1992, p. 17.

lived in poverty (15.1% white, 44.2% black, and 37.7% Hispanic). During the same year nationwide a total of 58.1 percent of children living in poverty lived with a female householder (no husband present) [46.9% white, 80.5% black, and 47.9% Hispanic].¹ In 1991, the child poverty rate in the United States was 21.8%, the highest recorded since 1983.²

CRIME:

School safety is an issue which directly affects educators and students. For example, lack of safety in schools can reduce school effectiveness and inhibit student learning. Additionally, unsafe school environments might place a number of students who are already at risk of school failure for other reasons, in further difficulty. In 1989 nationwide, 15 percent of all students between the ages of 12 and 19 reported the presence of street gangs in their schools in 1989, 16 percent indicated seeing teachers attacked or threatened with attack, and 12 percent reported that something was stolen from their desks, lockers, or other compartments.³

Every day, 100,000 children take guns to school. Every day, 6,250 teachers are threatened and 260 are attacked. Every day, 14,000 youngpeople are attacked on school property. Every day, 160,000 children miss school because of the fear

¹U.S. Department of Education, Washington, D.C., The Condition of Education, 1992, p. 108.

²Robert P. Fox "Education for All ... America's Promise" The School Administrator (Arlington, Va: American Association of School Administrators, May 1993), p. 6.

³U.S. Department of Education, The Condition of Education, p. 116.

of violence.¹

STUDENT DRUG AND ALCOHOL USE:

Drugs and alcohol interfere with thinking and reduces academic achievement. Crimes of violence may accompany or result from substance abuse. In these circumstances, school effectiveness and the achievement of all students may suffer. Data on drug and alcohol use can be used by educators and administrators to determine the scope of the drug and alcohol problem among students. In 1991 nationwide, 44.1% of high school seniors have used some illegal drug (36.7% Marijuana/Hashish, 7.8% Cocaine, and 88% Alcohol).²

The United States has the highest rate of teen drug use of any industrialized nation.³ In the 1986 Gallup Poll on education, drug abuse was for the first time seen as the number one problem facing the nation's schools.⁴

TEENAGE PREGNANCY:

Of the 1.1 million teenage mothers nationwide, 670,000 have not finished high school. The teen pregnancy rate in the U.S. is twice that of France, England and Canada; three times that of Sweden, and seven times that of the Netherlands. Seventy-five percent of all single mothers under 25 live in poverty.⁵

¹Felicia R. Lee "Disrespect Rules", "Education Life", N. Y. Times April 4, 1993, p. 16.

²The Condition of Education, p. 118.

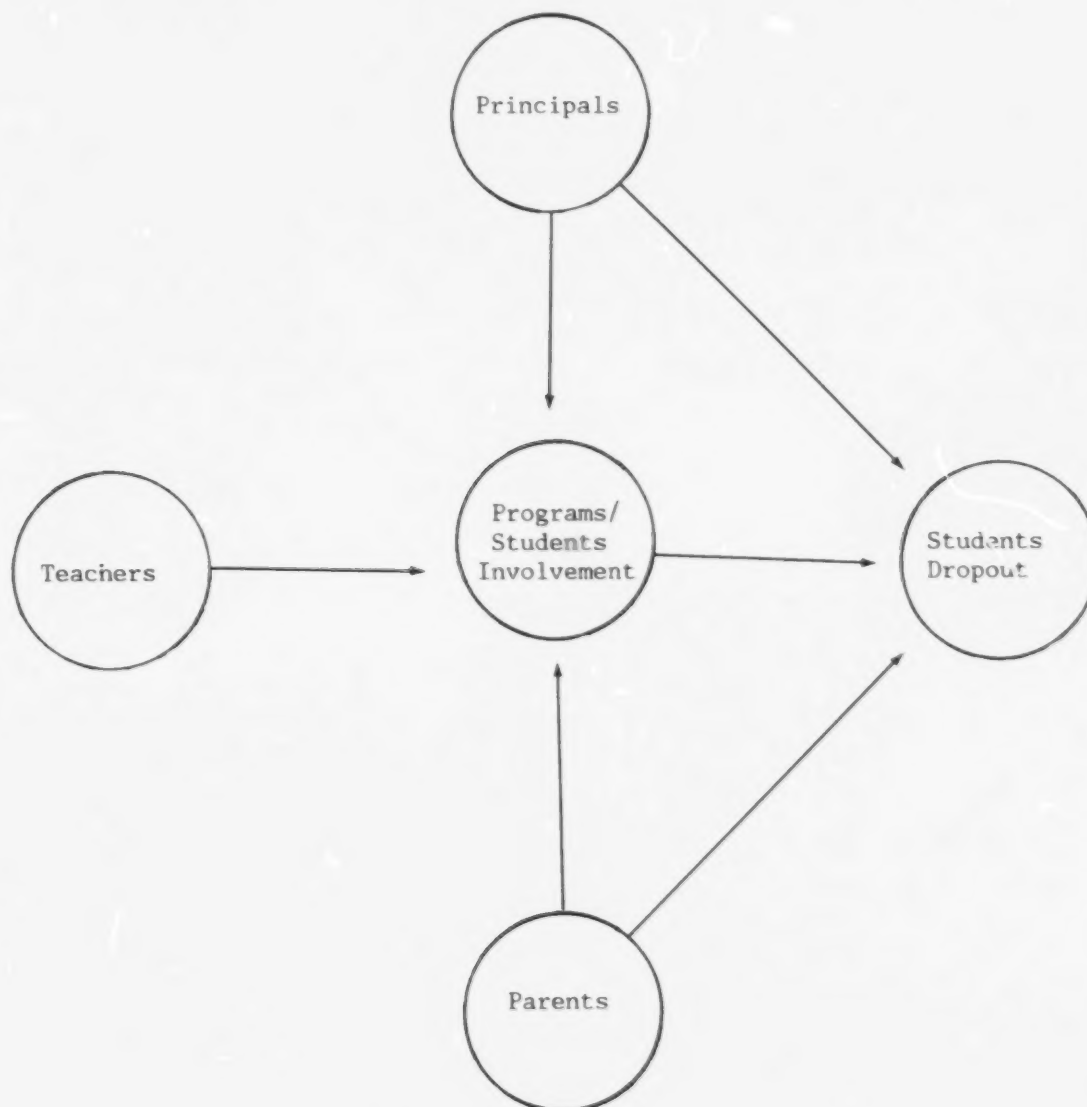
³American Association of School Administrators, Leadership News (Arlington, VA), June 15, 1987, p. 1.

⁴William J. Bennett What Works: Schools Without Drugs U.S. Department of Education, Washington, DC, 1987, p. V.

⁵UFT Bulletin/N.Y. Teacher June 8, 1987, p.7.

Functional Relationship InfluencingStudent Dropout

Parents, teachers, schools and their educational programs, students, principals all have an influence on the success or failure of the students. The following diagram illustrates the relationship:



CHAPTER II

Effective Education for Students At-Risk

Some of the suggestions that works for students at-risk:

- (1) Improve attendance of students
- (2) Involve students in school activities
- (3) Comprehensive programs that include teacher's manuals, curriculum materials, lesson guides, and other supportive materials
- (4) Preventive and remedial programs that are intensive, using one-to-one tutoring or individually adopted computer-assisted instruction
- (5) Programs that frequently assess student progress and modify groupings or instructional content to meet students' individual needs

¹⁻² Neal Muhtadi "Dropout Research" The School Administrator (Arlington, Va: American Association of School Administrators, April 1993), p. 44.

³⁻⁵ Robert E. Salvin and Nancy A. Madden "What Works for Students at Risk: A Research Synthesis" Educational Leadership (Alexandria, Va: Association for Supervision and Curriculum Development, February 1989), p. 12.

- (6) Develop continuous progress mastery approaches to instruction in basic skills
- (7) Recognize improvement as well as absolute achievement by expanding honor rolls, sending letters to parents, awarding ribbons. When determining these rewards, use objective measures that are not as susceptible to teacher bias as grades or teacher recommendations
- (8) Involve parents in their children's learning, especially in the early grades. Provide classes for parents in how to help their children learn
- (9) Develop peer tutoring programs. At-risk students can serve as tutors, as well as being tutored by other students
- (10) Use volunteer tutors at all grade levels, including parents, senior citizens, high school students, college students, businesspersons, and anyone else with the interest and skills to help
- (11) Involve students, especially those at risk of dropping out, in extracurricular activities
- (12) Bring in former dropouts to talk to students and school personnel about choices and consequences
- (13) Enlist adult and peer mentors for at-risk students
- (14) Provide frequent group and individual counseling for students' personal problems at all levels of schooling
- (15) Use community resources to the fullest, both by bringing people into the school and by taking students on field trips; establish a network of resources within the community and the state

6-15 Hamby How to Get an 'A' on Your Dropout Prevention Report Card

- (16) Provide early intervention, such as intensive language training, for young students
 - (17) Adopt to fit individual students' needs
 - (18) Provide them more and expect more
 - (19) Improve the overall school climate
 - (20) Improve the class climate
 - (21) Know the students individually
 - (22) Organize various functions to involve and motivate students
 - (23) Involve various local, state, and federal agencies in improving programs for at-risk students
 - (24) Emphasize the importance of education in future life and on jobs
 - (25) Keep the size of the classes as small as possible
-

16-17 Tabor Living on the Edge

CHAPTER III

Parents

Parents are the first and most important teachers for a child. They can help in student performance, educational improvement, and improving school climate. Children spend only about 1/3 of the time (6 hours) every day in school compared to 2/3 of the time (18 hours) every day they spend at home. Parents are shaping their children constantly and has a bearing on education of their children.

Parents can help their children¹ directly by being an example, help the children in doing things, working with the teachers, and school/school district. Parents has the strongest interest in the education of their children. Sixty eight (68%) of the respondents in a survey (n=1489) indicated that pupil achievement would increase with more participation.²

Seventy six percent (76%) of the respondents in a study said "Parents don't spend enough time with their children", 74% of the respondents in the same survey said "Parents are not doing a superior job of parenting".³

¹In this paper the word children or child will be used. The readers may choose/substitute the appropriate word that applies to them.

²Mary Ellen Stanwick Patterns of Participation ERIC Document Reproduction Service, ED 108 350, 1975.

³"Better Home and Gardens Magazine" quoted in Education Week Washington D.C.; May 9, 1990, p. 20.

Parents can help their children in a variety of ways depending on their own experience, need of their children and schools. Many of the parents may already be using the following and other useful ways to help their children. Here are some of the suggested ways they can help their children and schools:

Be an Example:

1. Example is better than precept. Do what you want your child to learn
2. Give personal commitment to educating by example
3. Respect education and teachers. Talk about the importance of education as often as you can
4. Be on time at work, home, and on appointments
5. Establish family rules about getting up in the morning, meals, bed time, etc.
6. Keep a saving account
7. Assume responsibilities. Give your children suitable responsibilities
8. Set priorities
9. Plan properly
10. Perform community services
11. Read suitable material in front of your children
12. Watch suitable T.V. programs in front of your children
13. Don't abuse drugs/alcohol
14. Don't smoke
15. Display patience, tolerance, and self control
16. Eat properly
17. Exercise properly
18. Sleep and rest properly
19. Write letters etc. to your family and friends so that your child see you writing

Helping Your Child/Teacher/School:

20. Make sure your child goes to school regularly
21. Make sure that your child behaves properly
22. Share the concerns about your child with the school
23. Help your child write
24. Encourage children to write
25. Teach your children arithmetic skills
26. Take your children to museums, art and cultural shows, outings, etc.
27. Provide your child with a suitable atmosphere to do his/her home work
28. Provide your child with a suitable desk, good lighting, reference books, and other material he/she may need
29. Give your child time that is free from interruptions, conversations, and criticism for his/her errands
30. Make sure that your child feel every day that you care about him/her
31. Volunteer at your child's school
32. Praise your child for his/her success
33. Provide your child with a library card
34. Discuss with the child at dinner time what he/she has learned at school
35. Participate and attend activities that are open for parents at your child's school
36. Teach your child to tell time
37. Teach your child to draw
38. Teach your child to measure with ruler
39. Take an active part in your child's education

40. Teach your child to be neat and clean
41. Teach your child to clean teeth
42. Teach your child to wear clean dress
43. Teach your child to eat properly
44. Teach your child to respect teachers and other authorities
45. Teach your child to respect the rights of other people
46. Teach your child to get along with other students in the class/school
47. Teach your child to stay away from drug abuse
48. Be involved, caring, and do your best to help your child
49. Respect and honor the visit/contact of any school official
50. Learn the techniques to stimulate learning
51. Create an environment of child development at your home
52. Teach your child about safety at home, on the road, and at school
53. Prepare your child for tests
54. If necessary enroll your child in the after school program/tutorial program
55. Make your child go to bed at a reasonable time
56. Keep a regular contact/communication between you and your child's teacher
57. Develop and maintain a trust between you and your child's teacher
58. Visit to observe your child in class as often as possible
59. Make sure that your child does not become involved with gangs
60. Make sure that your child does not posses/use firearms/knife etc.
61. Attend all/most of the parent-teacher conferences

62. Make sure that your child does not damage any school property
63. Have a reasonable control over your children
64. Teach your child to respect and obey law
65. Teach your child to respect and obey school rules
66. Teach your child to respect and obey his/her class rules
67. Help your child to use his/her leisure time constructively
68. Don't let your child take head phones, video games etc. to school
69. Teach your child to use his/her travel time in learning
70. Your child should respect and learn from all the teachers including substitute teachers
71. Deal appropriately in case of any teacher-student clash
72. Do not take any side of your child or of the teacher in case of a teacher-child clash
73. Teach your child that when things go wrong, don't look for culprits but look for solutions
74. Help your child find the solutions to problems
75. Give credit to your child when he/she behaves as a responsible person
76. Give credit to your child when he/she behaves like a concerned human being
77. Help your child to diminish his/her anger
78. Give proper attention to your child's personal appearance. A pleasing appearance in dress and manners may influence the reaction of others and to the general learning environment
79. Teach your child to be a good citizen
80. Teach your child to handle stress

81. Motivate your child to be successful
82. Help your child to think logically
83. Watch for and deal with any changes in eating or sleeping habits of your child
84. Watch for and deal with any dramatic mood changes in your child
85. Watch for and deal with any depression in your child
86. State your views/values clearly to your child
87. Teach your child to be a good listener
88. Teach your child not to fight, hit, or curse others
89. Make sure that your child takes pencils, notebooks, and other necessary material to school
90. Consider strongly the recommendations of teacher(s) for any alternative program for your child
91. Help your child in developing self-discipline
92. Help your child in developing self-esteem
93. Help your child to develop good judgement
94. Help your child not to do anything bad just because of peer pressure
95. Help your child in establishing priorities
96. If a school staff has been of particular help to your child, let that person know
97. Help your child learn all the academics/subjects
98. Spend every day some time with your children
99. Stay informed about what your child is learning at school
100. Expect more from your child
101. Ask your child's teacher, how you can help your child?

102. Learn more about issues confronting schools
103. Work with the schools to solve problems
104. Pay close attention to your school board elections etc.
105. Make a list of the questions/concerns that you want to discuss with the teachers

To be a Better Parent:

106. Attend parent-education groups if necessary and if available
107. Read books/material on helping your children
108. If you need extra help, consider joining any support group for parents
109. If necessary participate in workshops/seminars/courses for parents
110. Take help from any individual/group that may help you to be a better parent and deal with your child's needs
111. Read suggestions for other segments of educational community given in this paper

CHAPTER IV

Teachers

Teachers have the responsibility of teaching the students. All teachers work hard; children make demands and teachers have to respond endlessly.¹ A teacher is also a role model, friend, counselor, confident, confessor, and a teacher. Among the traits and qualities of teachers which influence upon others are frequently named as: intelligence, caring, and congeniility of interests.² It is a demanding and challenging position that provides an opportunity to mould the life of children.

Teachers must provide an effective instruction to provide an effective schooling to their students. Education will not improve without the commitment of teachers. Many teachers are doing an excellent work and have the satisfaction of doing a superb job. Other teachers can do a better job by devoting more to their profession and by following the strategies that successful teachers follows.

Many research studies about teaching have been conducted. These studies suggest many ways to help the teachers. Following are some of the suggested ways:

¹Haim G. Ginott Teacher & Child Avon, N.Y., 1975, p. 49.

²Krishan Chand Teacher's Friendliness Motivates the Students , 1980.

Class Work:

1. Teach classroom rules and your expectations and use them constantly
2. Start lesson with a fast lively warm-up activity
3. Make the students speak loud enough to hear each other's answers
4. When using audio-visual material or equipment, become fully acquainted with its operation before using it in class
5. Plan lesson(s) for the full time that you will be with the class
6. Students must be kept motivated and on task for the entire lesson
7. Rehearse your presentation prior to the class review
8. Prior to the class prepare and arrange material that you intend to use for the lesson
9. Arrange flash cards, pictures, slides, and other material in the order to be used in the lesson
10. Keep the students working on the task until the bell rings
11. Be committed to education of your students
12. Set and communicate high expectations to all of your students
13. Keep an orderly class climate (environment)
14. Students should sit on their assigned seats
15. Make a bulletin board for your class
16. Put your schedule in the class
17. Attendance should be taken properly
18. Introduce and compliment students achievement
19. Announce or post birthdays of class members
20. Send get-well cards for long illness

21. Announce and encourage school-wide functions and extra curricular activities
22. Be willing to help your students in all of their problems/ concerns that may be effecting their education
23. Remember that as a teacher you are a significant model for your students
24. If a child's behavior is unacceptable, do whatever is right as early as you can to correct the behavior
25. Divert the attention of the child to some other activity if you find him/her in some unacceptable behavior
26. Sometime the best thing you can do is to ignore inappropriate behavior
27. Reinforce appropriate behavior
28. If the behavior problem continues work with the parents of the students, counselor, and administrators
29. Develop a proper working relationship with your students
30. Prepare your students for their tests
31. Be tolerant, sympathetic, and helpful when children makes mistakes
32. Care about the welfare of your students
33. Give them credits for their success
34. Give them cookies, raisins, candies, etc. from time to time
35. Try to know each of your student individually
36. Teach sense of responsibility to your students
37. Teach to be a good citizen to your students
38. Explain the advantages of education especially to the students at-risk
39. Arrange for the material that you need to provide an effective instruction

40. Reward students who finish their assignments
41. Inform your students that they may seek your help when necessary
42. Explain to your students why an assignment is important to their learning
43. Take a genuine interest in every child in your class
44. Use of students Discipline Chart in class showing the behavior of each student for every day is helpful
45. Use of students Achievement Chart in class showing the achievement of each student for every day is helpful

Homework:

46. Never leave the assignment of the home-work to the last minute
47. Never give home work orally without writing them on the board
48. Give enough time to motivate and explain the homework assignment
49. Each homework assignment should be numbered
50. Designate a special space on the chalk board for the homework assignment
51. A section of the subject's notebook should be assigned solely to homework
52. Homework should be given daily
53. Homework should be checked regularly
54. Homework should be returned regularly by teacher if collected
55. Homework should be of nature that motivates the students
56. Homework should be geared to the individual abilities of the students and educational goals
57. Homework should be neither too easy nor too difficult

- 58. Homework should be neither too short nor too long
- 59. Homework should not be given for the sake of punishment
- 60. Homework should not be thrown away after collection but should be checked and returned to students
- 61. Homework should not be assigned without explanation of what is expected

Legally Speaking:

- 62. Don't use any child for personal work, e.g., sending a child to store or to the soda machine
- 63. Don't do any personal business on school property
- 64. Don't collect any unauthorized collections at the school
- 65. Don't use any physical punishment of children at anytime
- 66. Don't leave school building during preparation periods without permission of the principal or assistant principal
- 67. Don't leave any class unsupervised
- 68. Don't leave collected money in the school in your drawer etc.
- 69. Don't place children in the hallway as a disciplinary measure
- 70. Don't send any student to home during the school time without authorization
- 71. Don't let any parent pick up children from the class without office authorization
- 72. Don't deny lunch to any child as a disciplinary measure
- 73. Don't ignore/refuse the right of the students
- 74. Don't remove/borrow any machine/equipment without permission of the principal
- 75. Report your own or students' injury immediately to the office
- 76. School is responsible for the safety of the children
- 77. Report any unsafe conditions to the office in writing

78. Don't let any unregistered child spend the day in your class without permission from the office
79. Don't give personal information regarding a child to any unauthorized person
80. Don't dismiss any class before time without permission of the principal/assistant principal
81. Don't take any class/student out of the building without permission of the principal/assistant principal
82. All visitors to your classroom must have a proper pass from the office
83. Report the suspected cases of child abuse properly

Miscellaneous:

84. Discuss with parents the educational, social, and emotional development concerns of their children
85. Let parents know early on if their children are having trouble in school
86. Keep the parents informed
87. Inform parents of the ways they can help
88. Inform parents of any un-excused absence of their children
89. Develop a proper working relationship with parents of your students
90. Plan properly for the teacher-parent conferences and use them for the advantage of the students
91. Appreciate the contact/help of parents
92. Identify areas of your improvement through self-evaluation and formal evaluation
93. Develop a proper working relationship with your supervisors, principal, and other school personnel
94. Plan strategies for self-improvement

95. Participate in activities, seminars, courses for self-improvement
96. Read material for self-improvement
97. Follow the rules/policies of your administrators/board
98. Be enthusiastic on your job
99. Be a good listener
100. Participate in staff development
101. Learn more and more about the subjects you are teaching
102. Watch other teachers how they deal with the problems that you may have in teaching
103. Appreciate the volunteers in your class if any
104. Work effectively with teacher aid (if any) in your class
105. Read suggestions for other segments of educational community given in this paper

CHAPTER V

Principals

Principals can influence school climate in several ways. By working with teachers, parents, community, and students they can develop common values and a commitment between one another. Being school leaders, principals have a bearing on the education of the students and success of the schools

Principals have direct control and responsibilities over the employees at school. The principal is responsible for executing board policies at his/her school. He/She need to maintain a good working relationship with the superintendent, central office staff, school staff, parents, community, and students. They need professional competence in most of the areas that superintendents need. They are responsible for the educational programs and services at the school level.

Depending on the need of the schools, principals can help in the improving of school climate by using various ways. Each school differs in size, community, students, socio-economic, urban-suburban- rural setting, etc. Their needs and concern differs accordingly. Here are some of the ways the principals can improve the schools.¹

¹In this paper Chapters III, IV, and V are taken from the study of the author on "Excellence in American Education through Improving School Climate: What the Parents, Teachers, Students, Principals, Superintendents, Board of Education, Central Staff, Nonteaching Staff, and Community Can Do?" ERIC Document Reproduction Service, ED 336 842, 1991.

Administration/Supervision:

1. Select an effective staff to meet your school's objectives
2. Assign staff effectively to meet your school's objectives
3. Be competent in various tasks of principalship
4. Develop good communication procedures
5. Execute board policies at your school
6. Organize your staff properly
7. Develop and implement a good instructional program
8. Manage and supervise all the programs
9. Evaluate all the programs
10. Plan effectively
11. Lay the basis for procedures to work with instructional staff
12. Lay the basis for procedures to work with non-instructional staff
13. Develop procedures to work/deal with students in the classroom
14. Develop procedures to work/deal with students in the playground
15. Develop procedures to work/deal with students in the principal's office
16. Develop procedures to work/deal with students in planning
17. Develop procedures to work/deal with students in extra-curricular activities
18. Develop procedures to work/deal with students in discipline
19. Develop procedures to work/deal with students in student's council
20. Publish news letters and other school publications
21. Be an affective decision maker
22. Seek more information before making a decision
23. Differentiate between facts and opinions
24. Help your teachers in receiving instructional material that they need

25. Know all the policies, rules, regulations that you have to follow
26. Inform all of your subordinates about the rules and regulations that you want them to follow
27. Inform all of your subordinates about the consequences of not following the rules and regulations
28. Deal effectively with all the paper work related to your job
29. Deal effectively with all the need and concerns of the staff
30. Aim at achieving the objectives of school
31. Help staff in improving their professional skills
32. Observe and evaluate staff effectively
33. Make necessary recommendations on improvement of classroom instructions
34. Make necessary recommendations on improvement of class management
35. Help teachers to write effective lesson plans
36. Hold necessary staff meetings/conferences
37. Hold workshops/seminars for staff
38. Provide orientation to new and experienced staff
39. Supervise/assist staff in dealing with emergencies
40. Develop, implement, and improve curriculum
41. Mail material about the school and community to newly appointed staff
42. Maintain personnel records
43. Update personnel records
44. Supervise inventory control of instructional and other material
45. Organize and manage educational and extra-curricular activities
46. Develop short and long range planning

47. Establish standards of school on the guidelines of the school district, city, state, and federal requirements
48. Involve staff and community in planning
49. Find the needs and concerns of the school
50. Plan and schedule school's yearly calender of activities
51. Improve discipline in school
52. Plan and implement changes for improvement
53. Deal effectively with all the paper work

Interpersonal Relations:

54. Develop good working relationship with central office staff
55. Develop good working relationship with superintendent
56. Develop good working relationship with school staff
57. Develop good working relationship with parents of students
58. Develop good working relationship with community
59. Involve people effectively in school activities
60. Develop procedures to work with the community
61. Develop procedures to work with the teachers
62. Develop procedures to work with other citizens
63. Be consistent with your working patterns
64. Be consistent with your working relationship with others
65. Use coperative procedures whenever and whenever possible
66. Work effectively with parent-teacher associations
67. Work effectively with parent associations
68. Work effectively with other civic groups
69. Work effectively with governmental agencies
70. Work effectively with non-governmental agencies
71. Work effectively with the mass media such as newspapers, radio, and television
72. Obtain the view of others

73. Speak and let your staff speak to the community groups when needed
74. Involve others in decision making
75. Help teachers to build their effective relationship with students
76. Help teachers to build their effective relationship with parents
77. Help non-teaching staff to build their effective relationship with people who visit school
78. Help assistant principals to build better community relations
79. Help assistant principals to build better parents and staff relations
80. Approve school buildings for use by various groups as per rules of your school
81. Promote school-community activities
82. Speak at community activities about school
83. Help parents who need help so that they may help their children in learning
84. Respect other people and their views
85. Invite community/educational leaders to speak at the school

Miscellaneous/General:

86. Be a symbol in modelling values for the school that you administer.
87. Develop a vision of what the school should be
88. Determine your role as principal to the particular school
89. Develop procedures for good working patterns
90. Give the parents opportunity to help the school
91. Give the community opportunity to help the school

92. Use criticism constructively
93. Treat others with respect
94. Evaluate performance of students and staff
95. Evaluate all the programs systematically
96. Supervise student testing properly
97. Review test data of students for administrative decisions
98. Take the necessary measures for the safety and security
of students and staff
99. Periodically inspect school for determining any unsafe areas
100. Work effectively with school safety staff, police, and
fire department
101. Conduct emergency drills
102. Establish procedures for entering and leaving of students
to and from school building
103. Establish procedures for use of science of lab, carpentry
shops, etc. by students
104. Read suggestions for other segments of educational community
given in this paper

SELECTED BIBLIOGRAPHY

- American Association of School Administrators Leadership News (Arlinton, Va), June 15, 1987.
- Bennett, William J What Works: Schools Without Drugs U.S. Department of Education, Washington, DC, 1987
- Better Home and Gardens Magazine, quoted by Education Week Washington, DC; May 9, 1990.
- Chand, Krishan Excellence in American Education through Improving School Climate: What the Parents, Teachers, Students, Principals, Superintendents, Board of Education, Central Staff, Nonteaching Staff, and Community Can Do? ERIC Document Reproduction Service, ED 336 842, 1991.
- Chand, Krishan Teacher's Friendliness Motivates the Students, 1980.
- Edelman, Marian Wright AARP Bulletin (Washington D.C., March 1991).
- Fortenberry, Robert N. and Barbara L. White "Districts Grapple with Dropout Problem" The School Administrator (Arlington, Va: American Association of School Administrators, March 1987).
- Fox Robert P "Education for All ... America's Promise" The School Administrator (Arlington, VA: American Association of School Administrators, May 1993).
- Ginott, Haim G. Teacher & Child Avon, N.Y. 1975.
- Goldman, Jay Leadership News (Arlington, Va: American Association of School Administrators, April 30, 1990).
- Hamby, John V "How to Get an 'A' on Your Dropout Prevention Report Card" Educational Leadership (Alexandria, Va: Association for Supervision and Curriculum Development, February 1989).
- Lee, Felicia R "Disrespect Rules", "Education Life", N.Y. Times, April 4, 1993.
- Muhtadi, Neal "Dropout Research" The School Administrator (Arlington, Va: American Association of School Administrators, April 1993).

PBS, N.Y. "Who Will Teach for America", 9/3/91.

Salvin, Robert E and Nancy A. Madden "What Works for Students at-risk: A Research Synthesis" Educational Leadership (Alexandria, Va: Association for Supervision and Curriculum Development, February 1989).

Scott, Hugh J "How We Can Shape Up Our Schools" Parade Magazine July 22, 1990.

Seeman, Melvin quoted by Wayne K. Hoy and Cecil G. Miskel Educational Administration: Theory, Research, and Practice Random House, N.Y. 1978.

Stanwick, Mary Ellen Patterns of Participation ERIC Document Reproduction Service, ED 108 350, 1975.

Tabor, Mary B.W. "Living on the Edge", "Education Life", New York Times, August 2, 1992.

U.F.T. Bulletin/N.Y. Teacher; June 8, 1987.

U.S. Department of Education, Washington, DC., The Condiiton of Education, 1992.

U.S. Department of Education, Washington, DC., Research in Brief 8/1990.